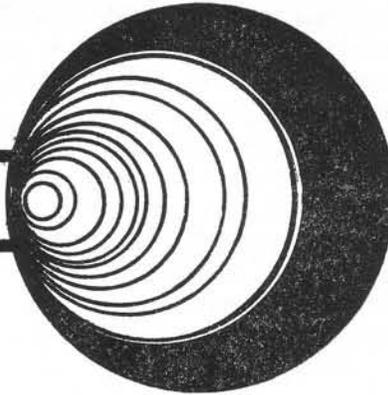


Research in Brief



Continuing Engineering Education: Who Really Needs It? (What Is the Market for Continuing Education?) Frank Landis. New York, New York: New York University, Department of Engineering, 1969. [Available from: Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151. Order number: N70-20568. Price: MF 65¢, HC \$3.00.]

A study was made to find out: (1) if institutions have developed the right continuing engineering education programs and whether they've been able to reach those who could benefit most; (2) who was really interested in continuing education; (3) what kind of courses—company in-house courses, college courses, short workshops, or professional society courses—were in most demand; and (4) what companies can do. A sample of 1,146 upper-level, engineering, management personnel; engineers; and scientists was chosen from 12

companies representing the “old line” and the “new line.”

Based on analysis of available data, it was concluded that: (1) most engineers weren't interested in continuing education; (2) technical competence was rarely demanded; (3) corporate management may have expressed interest in continuing education, but it was the immediate supervisor who counted; (4) continuing education planning had frequently been a haphazard effort by enterprising colleges, companies, and professional societies; and (5) company in-house courses were most popular.

P. Boyle

Report of Community Problems Survey Analyses. State Implementing Agency. Columbia, South Carolina: South Carolina University, 1970. [Order number: ED 042 134. Price: MF 65¢, HC \$3.29.]*

During the fiscal year 1968, the South Carolina State Implementation Agency for Title I (Higher Education Act of 1965) made a

statewide survey of public officials, educators, and others about the most pressing community problems. Responses came from 93 mayors or city clerks, 65 Economic Opportunity Board members, 66 state legislators, 102 school superintendents, 43 directors of Chambers of Commerce, 40 directors of planning commissions, and 52 participants in a Furman University seminar series.

The survey questionnaire was structured to obtain a priority rating for 10 categories of community problems. Efforts were also made to determine underlying causes and assign a priority rating to them. Perceived problems were analyzed by county, community size, and the respondent's length of residence in South Carolina. Results gave housing, youth opportunity, education, and recreation as major needs, with poverty, land use, employment, health, government, and transportation as significant but lesser concerns.

P. Boyle

"Factors Affecting the Allocation of County Resources to Area Specialists in Agriculture in Kansas." Henry Eugene Ross. Ph.D. dissertation, University of Wisconsin, Madison, 1966. [Available from: University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106. Order number: 66-13,831. Price: MF \$3.00, Xerox \$7.40.]

This study investigated attitudes toward recommending addi-

tional area agricultural specialists in the Kansas Cooperative Extension Service and attitudes toward ways of financing these positions. Ross studied attitudes among county commissioners, selected members of county Extension executive boards, and five selected farm leaders. Data were gathered by personal interviews in 10 rural counties representing 10 areas of socioeconomic similarity. A 17-item, 5-point rating scale was developed. Scores indicated the respondents' belief that additional specialists are needed. Eight variables describing area specialist services (determining farmers' educational needs, on-the-farm assistance, "in-depth" schools on specific topics, and others) correlated significantly with the recognized need for more area specialists. Most respondents agreed that the counties and the state CES should finance added positions. However, most respondents disagreed with eliminating one county position to support additional specialist positions, which suggests that overall county positions will have to be increased.

P. Boyle

"Recall in Children and Adults." Susan R. Walen. *Journal of Verbal Learning and Verbal Behavior*, IX (February, 1970), 94-98.

Two assumptions were made: (1) that prior language habits are an important determinant of retention and (2) that adults are more affected by this particular source of interference than children. Then this

hypothesis was tested: Given a verbal task learned to the same degree by a group of children and a group of adults, the children may be expected to show superior retention of the materials.

Performance tasks were free recall and a backward serial recall of high- and medium-frequency usage words. Both groups were tested on short- and long-term retention. While the children took longer than the adults to reach the learning criterion, and while short-term retention was equivalent for both groups, the children displayed a superior long-term recall capacity. Two concepts of interference are advanced to explain this difference.

R. Kleis and D. Boggs

Education for Aging: A Review of Recent Literature. H. Lee Jacobs *et al.* Washington, D.C.: Adult Education Association of the USA, 1970. [Order number: ED 038 552. Price: MF 65¢, HC \$6.58.]*

This book is a welcome response to the plethora of material received by the ERIC Clearinghouse for Adult Education on education for aging. This profusion of literature is testimony of the mounting interest in and a recent recognition of educational needs unique to older adults. The authors provide a valuable guide to this body of research, development, and practice, as well as a commentary on significant problems and trends in the field.

Among modern theologians, there's a conviction that a man's

death is his final activity, perhaps his most important "action," and not simply an event he passively accepts or endures. It isn't surprising then that the literature concerned with our aging or older adults stresses that how a person ages is something he can, with the help of his community and the educational system, influence. The current conviction is that retirement isn't a time for passive existence. Society can make it possible for the great majority of these people to lead the independent, mentally stimulating, and emotionally satisfying lives they're capable of.

The extent to which society is meeting educational needs of the aging through both formal and informal means is the substance of this book. It includes studies and reports about many patterns of behavior in the aging process. The past 15 years have witnessed innovation and experimenting in educating for aging. However, the authors believe that neither public schools nor institutions of higher learning have sufficiently initiated the development of methods and instructional materials in this field.

This book is divided into traditional categories. In the section on "Learning Characteristics and Abilities of Older Adults," both cross-sectional and longitudinal studies that offer evidence opposing the traditional, grim outlook of invariably progressive decline of mental processes with age are reported. Where such decline is in evidence, it's attributed to the interrelation of

psychological and cultural isolation. Problems of motivation and enhancing the older person's appreciation of his potential have been frequent subjects.

Of practical interest to directors of adult education in both formal and informal settings are the reports of current programs in public schools, community colleges, clubs, senior centers, and churches.

The literature reported in this category reveals that the purposes of educational programs for older adults are similar to those for all age groups. The person needs to know how to use time in terms of skills and interests. He needs to know and understand the world around him. He needs to contribute to the general welfare and remain socially useful.

As in the case of adult basic education, federal and state involvement through financial assistance and professional guidance has stimulated local community involvement in programs of education for aging.

In the literature on the subject of retirement, there's an emerging realization that retirement constitutes a "career" of its own for which unique provisions for interpretation, training, deployment, and evaluation must be devised, accepted, and implemented. Some pioneering research in the last decade shows a change in roles and life styles brought about by retirement and aging. The authors also provide a sampling of popular books of useful information about the retirement subculture.

In a fourth category of literature, a surprising number of references are supplied that are concerned with developing instructional materials in grades K-12 designed to instill a more positive attitude toward the elderly and the aging process itself. In our youth-oriented culture, progress in this direction is minimal at best. The "expected" or "appropriate" behaviors for old age are made by society. They aren't determined on the basis of objective evidence about the capacities and interests of aging adults.

If a flaw can be found in this analysis of the literature, it's, in my mind, the exaggerated hope and importance given to developments reported from the K-12 end of the educational process.

There's a necessity for an early beginning on education for aging and old age. But the primary burden still rests with public school adult educators, university extension services, directors of informal programs in education for the aging sponsored by churches, clubs, community organizations, and university graduate study programs developing professional competency among persons who direct such programs.

R. Kleis and D. Boggs

"A Longitudinal Study of Continuing Education of Municipal Officials in East Central Florida, 1964-1968." Huey B. Long. *Research Reports in Social Science*, XIII (February, 1970), 9-14.

"Accountability" is the recent

byword for publicly supported institutions and programs, and the personnel who staff and direct them. There's increased moral and practical pressure for people in these positions to equip themselves for the accounting process. This article is an account of one group's efforts to do this. Elected and appointed officials of municipal government are properly concerned about lacking skills for meeting the problems of accelerated urbanization and the public clamor for their resolution. There is an excellent example of the need for continuing education in a variety of forms and from an array of sources.

This study of East Central Florida municipal officials determined how the officials felt about the need for continuing education and the means taken to fulfill it. Another important determination was how the continuing education needs of these people might best be met and the forms it might take so they could effectively operate in a setting of urban ferment.

The study also tried to determine the localities or sponsoring agencies of continuing education and the extent to which the client independently functioned as his own source of continuing education.

The population sampled consisted of 330 elected and 330 appointed officials across a 7-county area. The first year's survey in 1966 was designed to measure attitudes or perceived continuing education needs. Seventy-one of 177 randomly selected subjects completed the first questionnaire. In 1967 and 1968

the emphasis was on actual behavior or participation data, with the number of participants dwindling to 61 and 37 for the final 2 years.

The findings revealed a high degree of interest and a much lower degree of formal participation. Also, there was a slightly higher degree of follow-through on the part of elected officials than appointed ones. No hypothesis is advanced to account for the difference. Perhaps most distressing to citizen and educator alike was the high percentage (70%) of officials from the original 71 who felt that their past education adequately prepared them for their responsibilities. This was asserted in spite of the increasing complexity in municipal operations because of rapid urbanization.

Of additional significance was the preference for further education in "thing" oriented and intramural concerns such as economics, administration, judicial problems, personnel management, and policy making as opposed to "people" problems such as discrimination, consumer exploitation, housing, employment, neglect of the aging, and several others that cry out for attention. The researchers gave little attention to this disparity and its continuing education implications.

Since the university was favored over junior colleges and the Florida League of Municipalities as having responsibility for providing continuing education for public officials, we can assume the problems and opportunities for meeting their expectations will be a continuing

concern of the university. In any case, this study shows the importance of thoughtful planning by university extension educators.

R. Kleis and D. Boggs

Learning for Individual and Social Development. Desmond M. Conner *et al.* Ottawa, Ontario: Canadian Department of Regional Economic Expansion, 1969. [Available from: Queen's Printer for Canada, Ottawa, Ontario. Order number: Research Report No. RE-5. Price: Not given.]

This report was designed to help develop staff training for field personnel engaged in social or economic development, particularly that relating to disadvantaged areas. It's a descriptive report of the findings and experiences of a pilot-training project carried out from the fall of 1967 to the fall of 1969 by the Developmental Services Unit under the Canadian Department of Regional Economic Expansion. It sets out principles and assumptions about adult learning. Also discussed are steps involved in creating a learning opportunity for field staff, the life cycle of the learning community, and some of the operational processes a trainer might use in conducting sessions. The final section deals with the problems of evaluation and the kind of report one might wish to prepare.

J. P. Leagans

"The Danish Folk High School: An Experiment in Humanistic Education." David

Charles Davis. Ph.D. dissertation, United States International University, San Diego, California, 1969. [Available from: University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106. Order number: 69-19,840. Price: MF \$3.00, Xerox \$8.20.]

This historical and comparative study examines the folk high school movement in Denmark from the standpoint of the new humanism as expressed in the writings of Carl Rogers, Abraham Maslow, Sidney Jourard, and others. These schools are unique among the many educational forms and institutions Western man has developed. Private, nonprofit residential schools, with a term of 5 months, accepting students over age 18, offer neither examinations nor diplomas.

Their goal is first the enlivenment and second the enlightenment of an individual. They seek to bring students into contact with their culture in both the community and the world and to make them aware of their place in that culture. Their method is the living word, meaning that whatever goes on at the schools, whether it be lecture, discussion, seminar, or some other activity, must have meaning for students. Fellowship among students and between students and teachers is an essential part of the experience.

The author concludes that folk school practices and philosophy are congruent with the new humanistic view of man and the movement's

success attests to the value of humanistic principles as a basis for education.

J. P. Leagans

"Paulo Freire." *Convergence*. VII (No. 3, 1970), 62-68.

The noted adult educator, Paulo Freire, who has done literacy work in Brazil and Chile, contends that all teaching methods imply a concept of man. His distinctive literacy approach is aimed chiefly at *conscientization*, an awakening of consciousness involving an accurate awareness of one's place in nature, time, and society. The key to implementing this method is the coordinator, who doesn't teach or give his own opinions but promotes self-discovery in participants by exploring questions based on everyday life.

Although *conscientization* arises from interpersonal dialogue, in which one learns the meaning of humanity from encounters with other persons, an almost inevitable consequence is political participation and the formation of community organizations and labor unions. Freire believes that all education must be preceded by reflections on man, followed by analysis of the environment of those who are to be helped toward self-education. Thus, education must help people become subjects rather than objects, to transform the world, to relate to others, to mold their culture, and make history. An authentic education liberates individuals instead of adjusting and domesticating them.

J. P. Leagans

"Gaining Experience in Working with Low-Income Suburban Homemakers Through the Development of an Educational Program in Foods and Nutrition for the Tri-Town Economic Opportunity Center." Evelyn H. Kaiman. Field practicum report presented at the University of Rhode Island, Kingston, 1969.

This practicum was planned to give experience in: (1) encouraging low-income suburban homemakers to take advantage of available services at their Office of Economic Opportunity Center, (2) securing the confidence of these women, (3) setting up a program in foods and nutrition, and (4) using some evaluation techniques. Data were gathered about potential clients and methods already being used in the project area. Then, a series of weekly foods classes was planned and presented, based on the use of low-cost and surplus foods. Homemakers were encouraged to discuss family food problems, which became topics for other classes. An evaluation sheet was used to determine reactions of the homemakers.

After a four-month lapse, the practicum was reactivated. Plans were made for opening four neighborhood centers. Information about food stamps was the initial topic in each center, with subsequent programs chosen by the participants in each area. Objectives of the practicum were achieved, although not precisely as planned.

Several methods were used to encourage participation in programs at the Economic Opportunity Center, but greater numbers participated when the program was moved to neighborhood centers. A program was developed that included suggestions made by class members as well as basic information. It was easy to gain the confidence of the homemakers. One of the things learned about the two written evaluations was the effectiveness of an evaluating tool requiring reading and writing ability.

Velma McGaugh

"Iowa Adult Homemaking Teachers' Perception of the Content Areas of Adult Vocational Homemaking Education." Ramona Boatman. Master's thesis, Iowa State University, Ames, 1969.

This study examined perceived adult homemaking education content areas and the teachers' confidence in teaching various types of content. A questionnaire on teacher attitudes, perception, and selected background characteristics was completed by 77 home economics teachers in Iowa secondary and area school adult programs out of a sample of 125.

Respondents were asked to assign ranking of importance and self-confidence in five general areas: human development, housing and equipment, home management, food and nutrition, and textiles and clothing. Human development was ranked most important by the great-

est number (41%), with textiles and clothing as the area in which the most teachers (67%) felt confident. Teachers in general attached prime importance to the topics of planning an adequate diet, meal planning, making clothing decisions, personal goals, values, and standards, meal management, and self-fulfillment. Importance ratings were high, but confidence was low, in housing and equipment and the majority of human development topics. The reverse was true for the majority of textiles and clothing topics. Perceived importance and teacher confidence were both high for the food and nutrition topics.

Velma McGaugh

A Feasibility Study of Parent Awareness Programs. Final Report. Virginia Kemble *et al.* Honolulu, Hawaii: Hawaii University, Educational Research and Development Center, 1969. [Order number: ED 040 742. Price: MF 65¢, HC \$3.29.]*

The purpose of this study was to explore the feasibility of group meetings focused on understanding one's self and others for Head Start mothers. A parent awareness program was developed for 2 groups of Head Start mothers over a 27-week and 17-week period. Specific objectives were that mothers would: (1) become more aware of the needs and feelings of others; (2) develop a greater awareness of themselves, including an understanding of their strengths, assets, and the effect of

their behavior on others; and (3) learn explicit techniques to improve communication skills that would in turn result in better interpersonal relationships.

Two parent educators took the role of facilitators for the informal group discussions in helping the mothers try out new ways of handling problems and of expressing themselves in the group session. Focuses of the discussions included parent-child relationships; methods of discipline; communication skills; self-knowledge; marital status; heterosexual relationships; drug, alcohol, and glue-sniffing addiction; and racial feelings. When appropriate, the parent educators introduced audio-visual media, handouts, and role-playing exercises to expand discussion. The sustained level of participation and the favorable reactions to the program reported by the parents and staff indicated that a parent awareness program is feasible for this population.

Velma McGaugh

"The Man in the House."
Ruth H. Smith, Donna Beth Downer, and Mildred T. Lynch. *The Family Coordinator*, XVIII (April, 1969), 107-11.

Study in Brief

The discussion presents the adequacy of the modern-day dwelling for the man of the family. Findings are based on research of 20 families who lived in controlled

house space, 5 families in each of 4 representative stages of the life cycle. Implications are drawn for professionals in family education and service.

The function of the family dwelling in easing the conflict and aiding in the coordination of roles has been overlooked. The findings of this research give evidence that the type of dwelling, the amount of space, and the location of the residence could well influence the manner in which the various roles are integrated.

Methodology

The experimental dwelling in which the 20 families lived contained 1,400 square feet of floor space. Previous research had established minimum dimensional requirements for functional performance of isolated activities. This study was to ascertain similarities and differences among families and between stages of the family life cycle that could be related to dwelling space. The space was arranged into three bedrooms, one-and-a-half baths, kitchen with eating area, and living-dining room. The dwelling was the constant independent variable. Located on the third floor of a university building, this served as an apartment unit.

Through observations, the activities and locations for each family member were recorded during the waking hours. Whenever an individual changed location or activity, a new data card was processed. This

provided the basic quantitative data for analysis.

The four stages of the family life cycle selected for the study were representative of those periods when differences in activity patterns would make the greatest differences in house function. Five-member families were selected as participants. Families with preschool children comprised Type I; Type II families had all children of school age, at least one in elementary level and one in junior or senior high school. The all-adult families whose children had left home were stratified into two groups of those whose husbands were actively employed and those whose husbands were retired. These became Types III and IV.

Time at Home

The 20 men who participated in the study were employed in businesses and professions. They needed evenings in addition to the "eight-hour day" to further their work. The percentage of time these men spent in and out of the house varied significantly depending on where the family was in the life cycle. Contrary to expected results, the differences weren't associated with employment-retirement status but with presence or absence of children. Men of Types I and II families averaged 65 and 67 percent of the observed time out of the house compared to 49 and 42 percent by men in Types III and IV families. Fathers with children at home re-

moved themselves from the dwelling rather than compete with other family members for privacy.

The employed men whose children no longer lived at home had access to space previously allocated to the children's bedrooms that could be converted into office space. Type III men allocated an average of 8 percent of time to desk work within the home compared to less than .5 percent for men in Types I and II.

Sharing Household Tasks

Traditionally the work tasks of the home have been associated with the woman's role rather than the man's. The variation in the time these 20 men allocated to work tasks could be indicative of their differences in perception of roles for the 2 sexes. The only work task that showed a significant difference in relation to family life cycle was care of children—which was expected. However, the proportionate time the 5 fathers of young children devoted to their care ranged from 4 to 11 percent, again depicting individual differences.

Leisure at Home

These men as a total group used the house for leisure a greater percentage of time than for any other class of activity, ranging from an average of 10 percent for men in Type I to 30 percent for men in Type IV. Reading and watching TV were the most frequently occurring

leisure activities for all types. The retired families did more entertaining than others and those five men devoted an average of over four percent of their time to entertaining friends. This same group of men spent considerable time playing such games as chess, working jigsaw puzzles, and pursuing hobbies, using from 2 to 15 percent of their time in this way.

The dwelling shaped the kind of leisure activity that was carried out rather than allowing for free choice. Gardening was a hobby that over three-fourths of the men enjoyed but it was incompatible with apartment living. A place to "tinker and putter" was needed but unavailable without a basement or garage.

Implications

Wives-mothers may play the central role in maintaining the family housing, but it's evident that their menfolk are influenced by the environment provided. Presence or absence of children and relationships with children appear to be a major factor in influencing time spent by the man at home. If housing space is available for the man's interests and activities, he makes more use of the dwelling.

Family housing should be considered not as if it were a single factor in the family near-environment, but as one aspect of the environment to which men, women, and children attach different meanings and values, and through which they expand or limit their day-to-day life.

Professionals who teach or counsel family members may find, in the way families use their housing space, clues to understanding family relationships. In areas of limited interior dwelling space, the exterior housing environment, neighborhood, and community need to facilitate activities that foster interfamily relationships.

Additional research is needed by practitioners on relationships between such factors as privacy, space availability, and housing adequacy, and the mental health of men and women and the process of family interaction.

Velma McGaugh

"An Analysis of Courses, Course Content, and Subject Matter Areas Most Appropriate for Use in Development of a Master's Degree in Extension Education for Youth Workers." Donald Keith Bunch. Master's thesis, Oklahoma State University, Stillwater, 1968.

These data were gathered from Extension youth workers according to four different years-of-service groups. Younger agents wanted more courses in applied psychology and sociology, as well as teaching methods. Leadership and character development of youth rated highest for agents of all groups. Agents expressed concern that so little interest had been shown in developing an extensive professional improvement program for them. They also wanted to work toward advanced degrees.

The older-age group ranked courses higher if they had taken them. Agents who were county Extension directors wanted courses in office management, personnel management, and office machines.

M. Miller

"An Exploratory Investigation of the Effects of Microlab Activities and Instrumented Exercises on Selected Outcomes of Participation Training." Hester Walton Connelly, Jr. Ph.D. dissertation, Indiana University, Bloomington, 1970.

This investigation found that:

(1) microlab activities and instrumented exercises can promote social learning, (2) microlab activities encourage participants to examine the social and emotional aspects of group life and to feel a strong group commitment, (3) demonstrating group concepts through instrumented exercises doesn't assure immediate behavioral application, and (4) the emergence of desired participation training outcomes isn't highly associated with participant satisfaction.

M. Miller

"A Study of Adult Education Needs as Perceived by Lincoln County Part-Time Farmers." William J. Lewis. Master's thesis, Oklahoma State University, Stillwater, 1968.

Findings: Part-time farmers had sufficient investment in land, machinery, and livestock for them to be a stable segment of the coun-

ty's population for many years. Over 50 percent hadn't attended adult classes, but 75 percent were interested in doing so. About 32 percent worked at agriculturally related jobs off the farm. About half needed competencies in agricultural mechanics. Human relations was reported as important in the performance of many off-farm jobs.

M. Miller

"The Effects of Selected Programming-Analog Techniques and Voice-Contact on Completion Behavior in Correspondence Education." Robert Roy Wilson. Ph.D. dissertation, University of Michigan, Ann Arbor, 1968.

Set up were a control group (C) and two experimental groups (E) from students for correspondence study. Experimental procedures and materials involved mailing lessons each week instead of all at once, providing immediate feedback by answer guides with each lesson, encouraging review through partially cued self-tests, providing voice contact between instructors and students through biweekly telephone conferences, and requiring participation in "how-to-study" materials. E-group lessons were graded, but not returned; only the E-2 group received telephone feedback. In terms of numbers of students submitting Lesson One, their completion rate, time required for completion, and the number completing all lessons and the examinations, the performance of the E-

groups was significantly better than that of C subjects.

M. Miller

"Growth and Development of Adults Through Understanding Self and Others." Wayne Lewis Atkins. Ph.D. dissertation, Nebraska University, Lincoln, 1969.

Compared are a control group (C) of 4-H leaders who took a short course in local government with an experimental group (E) that participated in a short human relations course. E-adults gained significantly on personality, level of achievement, and acceptance of others. Members in their clubs showed significantly greater gains in "desirable positive behavior" and in favorable self-evaluation.

M. Miller

Massachusetts Bay TV Assembly: A Community Education Project of University of Massachusetts-Boston. Final Report. Emil Starr. Boston, Massachusetts: University of Massachusetts, Boston, 1968.

Documentaries and panel discussions on law and order, citizen action, and other issues on TV station WGBH were accompanied by provisions for telephone and questionnaire feedback. Programs were combined with group discussions at about 250 local "viewing posts" around Greater Boston. The aim was to involve local opinion leaders from low- and middle-income groups. Programs were well re-

ceived, especially by the poor and nonwhites. Few persons used the reading lists. Few completed the opinion ballots. Many agreed the discussion materials were too long and might be divided into two sets. A major attitude change lay in greater understanding by whites of the dynamics of black protest.

M. Miller

The Obscenity Report: The Report of the Task Force on Pornography and Obscenity. New York, New York: Stein & Day, Publishers, 1970. [Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. Order number: none. Price: \$5.50.]

The Commission on Obscenity and Pornography funded an interview survey of a random sample of 2,486 adults plus 700 young persons, ages 15 to 20, in the 48 contiguous states.

People were asked in the survey what they considered the best source of sex education. Inspection of the data indicated people were dissatisfied with the sources of information about sex that had been provided in the past. The preferred sources of sex information and the respective percentages were: mother, 90; father, 80; family doctor, 60; school, 40; church and books, 27; siblings, 10; and friends, 5.

These preferred sources are in sharp contrast with the actual sources of sex information reported by the same people. The principal

sources of sex information were: friends for 53 percent of the men and 35 percent of the women, mothers for 46 percent of the women and parents for 25 percent of the men, and school for 10 percent of both men and women.

Among adolescents the contrast is even sharper. Friends were a source of sex information for 76 percent of the males and 59 percent of the females. Other major sources were: mother, 54 percent of girls; school, 38 percent of both males and females; books, 25 percent of boys and 33 percent of girls; and clergy and physicians, less than 5 percent of adults and adolescents.

Among the national sample, 58 percent of the men and 54 percent of the women favored sex education in the public school. Twenty-two percent of the men and 23 percent of the women were opposed to sex education, and the remainder qualified their support. Approval of sex education was more common among people in their 20s, the college educated, and those with liberal sex attitudes. Opposition to sex education in the schools was found to exist among those who were over 60, had less than a high school education, and had conservative sex attitudes.

D. Stormer

"Pornography and the American Male Adolescent." Harold S. Cant and Michael J. Goldstein. *Psychology Today*, IV (December, 1970), 59-61+.

Common sense would indicate

that exposure to erotic material would stimulate the sex drive and consequently lead to sexual deviancy. The report that follows suggests that common sense is at variance with the real situation.

Subjects

Three different groups of males were used in this study. The first was 60 deviants who had recently been admitted as patients to the Atascadero State Hospital in California. All were Caucasian males. Each had been charged with or convicted of rape or child molesting. The second group consisted of 52 users of pornography who were regular customers of an adult book store in Los Angeles. The third group was used as a control and consisted of 63 Caucasian males in the Los Angeles area selected by the UCLA Survey Research Center.

Methods

Each subject was questioned by a trained interviewer for two hours. The interview schedule consisted of 276 items covering demographics, sex attitudes, sex history, fantasies, and exposure and reaction to pornographic books, photographs, movies, and live shows.

Results

Generally, the rapists and child molesters had seen less pornography of all kinds than the controls.

Persons who were avid buyers and consumers of commercial por-

nography had a pattern closer to the deviant samples than to the control group. As teenagers, they had seen less pornography of every kind than the controls.

The year before being confined, the sex offenders had seen less pornography than controls. The gap between rapists and normals was more striking during this period than it had been in adolescence.

Rapists found it difficult to talk about sex. They said there was little nudity in their homes while they were growing up and that sex was never discussed. The rapists tended to oppose premarital sex, and relied primarily on their wives for sex information. They told of extensive extra-marital intercourse and a high frequency of sexual relations. They also indicated less enjoyment of sex than the controls.

Child molesters who seek out boys were the most uncomfortable of all in talking about sex. There had been little tolerance of nudity in their childhood homes and no discussion of sex. Male friends were their main source of sex information. Most of them had never married and they were opposed to premarital sex.

Child molesters who chose girls reported little discussion of sex in their childhood homes. They learned significantly more about sex from clergymen than controls. They were uncomfortable in talking about sex and were the least permissive of all groups on the issue of premarital and extra-marital intercourse. Most had married and a relatively high

number had their first sexual experience with prostitutes.

Users of pornography showed a great deal more comfort when talking about sex than the sex-offender group. Their parents had shown a permissive attitude toward nudity in the home when they were children. When parents became aware of their children's interest in erotic materials, they showed little concern and didn't punish them. Users had liberal sex attitudes, with over 75 percent approving of premarital sex. Adultery was more common in this group and many had more than seven extra-marital affairs.

Conclusions

Interpretation of data suggests that rapists come from oppressive family backgrounds regarding sexuality. The family pattern is one of inhibition and punitiveness with regard to sex information.

Molesters of boys were sexually immature at the time of their first homosexual experience. Their low exposure to erotica suggests their sexual development more likely influenced by actual childhood sexual contact than by erotica.

Molesters of girls appear to have developed highly restrictive attitudes that interfered with their ability to enjoy sexual relations. Their restrictive and intolerant attitudes toward premarital sex may be associated with their view of sex as sin and dirtiness. Their choice of immature girls may be a search for

sex partners who are innocent and free of the "sin" connotation.

Users had had limited access to erotica and experienced heterosexual intercourse later in life. Their intensive interest in all varieties of sexuality may represent an attempt to make up for lost time.

All groups of sexual deviants studied, regardless of age, education, or occupation, had one thing in common: *they had little exposure to erotica when they were adolescents.*

Implications

It appears that reasonable exposure to erotica during the adolescent period at a time when sexual interest and curiosity is high may correlate with adult patterns of acceptable sexual interest and practice. Less than average exposure to pornography during this stage of development may reflect either avoidance of heterosexual stimuli or development in a restrictive and punitive atmosphere.

If sexual development proceeds along a deviant tract, perhaps deviant sexual behavior at a later time would be the result. If the normal pattern of sexual development includes a reasonable amount of erotic material, a restricted exposure to erotica may represent a deviation in sexual development.

An analysis of these data suggests that in the sexual development of the normal male adolescent, use of erotica declines with time and the sexual partner becomes the primary source of arousal and gratification.

D. Stormer

"Comparison of Verbal Behavior of Teachers Teaching Both Adult Basic Education and Public School Classes."
Gary D. McDaniel. Ph.D. dissertation, East Texas State University, Commerce, 1969.

[Available from: University Microfilms, Ann Arbor, Michigan 48106. Order number: 70-11, 294. Price: MF \$3.00, Xerox \$6.00.]

Do teachers behave differently when teaching adults and young people? This study compared differences in the classroom verbal behavior of 30 teachers in east Texas who taught both adult basic education (ABE) and public school classes. Each teacher was observed, by means of Flanders' System of Interaction Analysis, for 30 minutes in each teaching situation. Amounts of teacher talk and student talk were determined, as well as forms of direct and indirect influence. Significant differences were found between the two teaching situations in all interaction categories except lecturing. Several conclusions were drawn:

1. Teachers tend to accept student feelings and ideas more readily, ask more questions, give more directions, use more criticism, and lecture slightly more, in public school classes than in ABE classes.
2. Teachers involved in both types of classes used more praise and tended to exert more direct influence in the ABE classes.

3. More student talk occurred in ABE classes than in public school classes.
4. There was more silence or confusion in public school classes than in ABE classes.

C. Trent

Supervision of Agricultural Extension in the Ascasubi Experiment Station ARA, Argentina: With Suggestions for Its Improvement. Jorge A. Pico. Summary of Master of Extension thesis, Washington State University, Pullman, 1968.

This is a summary of a study of the duties and functions of an Extension supervisor. The document provides an outline of the philosophy of supervision and the function of the Extension supervisor in program development, management, personnel selection, training, and evaluation. A job description for a local Extension supervisor at the Ascasubi Experiment Station (Argentina) has been included. The duties include line responsibility; general responsibility; and program, personnel, financial, and relationship responsibilities. Findings of the original study showed that only 38.8 percent of the personnel were supervised by full-time supervisors. The supervisors and the personnel agreed that the frequency of supervision should be increased.

C. Trent

Self-Study Course for Adult 4-H Leaders. Fort Collins, Colorado: Colorado State Uni-

versity, Human Factor Research Laboratory, 1970. [Order number: ED 041 236. Price: MF 65¢, HC \$6.58.]*

This document presents a programmed self-study course that, while not time-consuming, will provide the in-depth teaching that adult 4-H leaders need to function effectively. Each unit, or paragraph of information, is followed by one or more multiple-choice questions with four alternative answers. A statement of the correct answer and a short explanation, if needed for understanding, follows each question. The program is divided into 10 chapters which cover: information to justify the expenses of 4-H Club and its role, basic principles of designing and planning educational programs, meeting formats and guidelines for delegation of authority, description and evaluation of teaching and learning methods, objectives of 4-H teaching methods, youth behavior and growth patterns, motivation of youth, parent cooperation, relationships between the club and the community, and the use of community resources to create a climate for leadership development in the community.

C. Trent

Personnel Development in Adult Education. Current Information Sources 31. Syracuse, New York: ERIC Clearinghouse on Adult Education, 1970. [Order number: ED 041 244. Price: MF 65¢, HC \$6.38.]*

This annotated bibliography contains 192 items on program planning, educational trends, legislation, and other matters within or relevant to the preparation of adult educators. General topics and national surveys appear in two brief opening chapters. The next two deal with formal education through graduate study and short courses, and with the training of volunteer adult educators, persons working with disadvantaged groups, and human services para-professionals. Other chapters cover personnel characteristics and data (8 items), role perceptions (36 items), educational and training needs of educators and other groups (16 items), staff recruitment and selection (8 items), staff evaluation (7 items), and instructional materials (18 items). Also included are instruc-

tions for ordering ERIC documents, and a list of ERIC/AE publications.

C. Trent



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